

School:	Student:	Date:
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STAGE OF SCHOOLING	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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INSTRUCTING

Purpose: to tell how to complete a task, usually in a series of steps

The following assessment tasks provide students with opportunities to demonstrate their understanding of a procedure and to produce a procedure in a meaningful context.

Teachers should listen for the following common grammatical features of procedures related to the task selected:

- the use of **commands** (imperative form of the verb), e.g. 'put', 'don't drop';
- the use of **action verbs**, e.g. 'cut', 'turn over', 'spread';
- the use of **precise vocabulary**, e.g. 'slice', 'finely';
- the use of **connectives** to sequence the action in time, e.g. 'then', 'while';
- the use of **adverbials** to express details of time, place, manner, and so on, e.g. 'for five minutes', 'in the middle', 'carefully'.

Assessment Tasks		Transcribe student's text here or add comments to indicate strengths and needs.
Select tasks to meet the student's stage of schooling and level of language ability.		
	Student follows oral set of instructions - to order a group of items on the table, to draw a picture, to make a simple construction from paper (e.g. origami) or Lego™ (Receptive)	
	Student follows oral instructions to play a classroom game (e.g. noughts and crosses). (Receptive)	
	Student responds non-verbally to oral instructions to perform actions, e.g. pick up the pencil, put the book on my chair. (Receptive)	
	Student plays a game of "Teacher Says" or similar, giving oral instructions to other players (Productive)	
	Student orders pictures from each stage of a completed activity, and gives instructions to complete activity. (Receptive & Productive)	
	Student takes turns (with teacher or other students) at giving and following instructions in a barrier game. (Receptive & Productive)	